

1969

Virginia Commonwealth University School of Social Work Bulletin

Virginia Commonwealth University

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**richmond
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virginia commonwealth university

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MARCH, 1969

NO. 2

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CALENDAR 1969-1970

1969

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
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OCTOBER

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NOVEMBER

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1970

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FEBRUARY

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September 10, 11, 12Orientation and Registration

September 15 at 8:00 a.m. Classes begin, First Semester

September 24 at 9:00 a.m...Field Work begins for full-time students
First Semester

November 25 at 6:00 p.m.Thanksgiving Recess begins

December 1 at 8:00 a.m.Resumption of Classes

December 3 at agency hoursResumption of Field Work
for full-time students

December 19 at agency hoursChristmas Recess begins

January 5 at 8:00 a.m.Resumption of Classes

January 7 at agency hours Resumption of Field Work
for full-time students

January 13 at 6:00 p.m.Classes end, First Semester

January 27 at 9:00 a.m.Institute (All students)

January 30 at agency hours..Field Work ends for full-time students
First Semester

February 2 at 8:00 a.m.Classes begin, Second Semester

February 3 at agency hoursField Work begins for work-study
students

February 4 at agency hoursField Work begins for full-time
students—Second Semester

1970

MARCH						
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APRIL						
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31

JUNE						
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JULY						
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26	27	28	29	30	31	..

March 27 at agency hours Spring Recess begins

April 6 at 8:00 a.m.Resumption of Classes

April 7 at agency hours ..Resumption of Field Work for work-study students

April 8 at agency hoursResumption of Field Work for full-time students

April 24 at 9:00 a.m.Institute (All students—no field work)

May 26 at 6:00 p.m.Classes end, Second Semester

May 29 at agency hours .. Field Work ends for full-time students
Second Semester

June 7Commencement Day

July 3Field Work ends for work-study students

NOTE: Variations of time and day of field assignment may occur depending on field agency.

Special Convocations may be called on regularly scheduled class or field work days.

Virginius Dabney	Rector
Edward A. Wayne	Vice-Rector
Andrew J. Brent	Secretary

To July 1, 1970
 Andrew J. Brent / Mrs. James B. Bullard / C. Coleman McGehee
 James Edward Sheffield / John H. Temple / Mrs. Charles G. Thalimer
 J. K. Timmons / B. Walton Turnbull

To July 1, 1971
S. Buford Scott, Jr. / James W. Mullen, II / Richard A. Michaux
Virginius Dabney

Eppa Hunton, IV / Edward A. Wayne / Robert A. Wilson

Warren W. Brandt, Ph.D.President
Francis J. Brooke, Ph.D.Acting Provost and Vice President,
Academic Center
James W. Bailey, M.A. Assistant Vice President for Academic
Affairs, Academic Center
Walter R. Coppedge, Ph.D. Assistant Vice President for Academic
Affairs, Academic Center
William O. Edwards, M.A. Director of Development, Academic Center

Mr. Richard F. Bates, Chairman
Vice President
Bank of Virginia
Richmond

Mrs. W. H. Crockford, III, Secretary
Member
Richmond Board of Education
Richmond

Mr. Otis Brown
Director
Department of Welfare and
Institutions
Richmond

Mr. William L. Crunk
Reynolds Metals Company
Richmond

Mr. Joel B. Cooper, Chairman
Attorney
Norfolk

Mr. E. Griffith Dodson, Jr., Vice-Chairman
Attorney
Roanoke

Mr. Charles Fleming
Executive Director
Richmond Area Community Council
Richmond

Mr. McDonald Franklin (Ex-Officio)
Coordinator of School-Community
Relations
Richmond Public Schools
Richmond

Mr. J. David Garmey
Special Agent
Pacific Mutual Life Insurance
Company
Lynchburg

Dr. E. Stanley Grannum
Administrator
Whittaker Memorial Hospital
Newport News

Dr. Edward Gregory
Chairman, Department of Sociology
University of Richmond
Richmond

Mr. John B. King
Chief, Social Work Service
Veterans Administration Hospital
Richmond

Dr. Henry D. Lederer
Chairman, Department of Psychiatry
Medical College of Virginia
Richmond

Mrs. Dorothy McDiarmid
Delegate to Virginia General
Assembly
Vienna

Mr. Henry L. Marsh, III
Attorney
Member of Richmond City Council
Richmond

Mrs. Mary Marshall
Delegate to Virginia General
Assembly
Arlington

Mr. Upton S. Martin
Vice President
Federal Reserve Bank
Richmond

Mr. Earl Morris
Executive Director
Child and Family Service
Norfolk

Dr. Thomas Murrell, Jr.
Physician
Richmond

Dr. Katherine Oettinger
Deputy Assistant Secretary for
Family Planning and Population
Department of Health, Education
and Welfare
Washington, D. C.

Mr. J. Sargeant Reynolds
Treasurer
Reynolds Metals Company
Senator, Virginia General Assembly
Richmond

Mrs. Mary Alice Roberts, Secretary
Training Specialist
Virginia Department of Welfare and
Institutions
Roanoke

Mrs. Kathryn Stone
Staff Member
Washington Center for Metropolitan
Studies
Arlington

Miss Mary C. Strecker
Regional Medical Social Work
Consultant
Bureau of Crippled Children
State Department of Health
Lexington

Rev. Charles Vaché
Rector
Trinity Episcopal Church
Portsmouth

Mr. Samuel S. Wurtzel
President
Wards, Inc.
Richmond

ADMINISTRATIVE OFFICERS OF THE SCHOOL OF SOCIAL WORK

Richard Lodge, D.S.W. Dean
 Elaine Z. Rothenberg, M.S.S. Associate Dean

FACULTY OF THE SCHOOL OF SOCIAL WORK

Alice L. Barber, M.S.W. Associate Professor
 Pauline Barnes, M.S.W. Assistant Professor
 Alvin W. Beynon, M.S.W. Assistant Professor
 Sidney Clearfield, M.S.W. Assistant Professor
 H. Otto Dahlke, Ph.D. Professor
 Virgil Funk, M.S.W. Lecturer
 Ben Ami Gelin, M.S.W. Assistant Professor
 Hilda L. Gold, Diploma in Social Work Assistant Professor
 Joseph Golden, Ph.D. Professor
 Grace E. Harris, M.S.S.W. Assistant Professor
 Charles Itzkovitz, M.S.W. Assistant Professor
 Lucie Johnson, M.S.W. Assistant Professor
 Jean B. Jones, M.S.S.A. Assistant Professor and Director of Admissions
 George T. Kalif, Ph.D. Professor and Director of Institutes and Workshops
 Lionel Lane, D.S.W. Associate Professor
 Richard Lodge, D.S.W. Professor
 Ellen Ostrow, M.S.S. Assistant Professor
 Ruth Pancoast, M.S.W. Assistant Professor
 Margaret Quick, M.S.S.W. Assistant Professor
 Elaine Rothenberg, M.S.S. Professor
 Dojelo Russell, M.S.W. Assistant Professor
 Charlotte Schrieberg, M.S.S.W. Assistant Professor
 Margaret Schubert, Ph.D. Professor
 C. Bernard Scotch, M.S.W. Associate Professor
 Florence Segal, M.A. Assistant Professor
 Emanuel Tropp, M.S.S.W. Associate Professor

FIELD INSTRUCTORS FOR 1968-69

(Unless otherwise indicated, agencies are located in Richmond, Virginia)

Mrs. Elaine Rothenberg, Director of Field Work

Mrs. Dojelo Russell, Assistant Director of Field Work

Mr. Julian Adkins, Veterans Administration Office, Social Work Service

Mrs. Edythe Allen, Friends' Association for Children

Mr. Joseph Altopiedi, Barney Neighborhood House, Washington, D. C.

Mrs. Bonnie Atkeson, Virginia Commonwealth University, Medical Center,
 Dept. of Social Work

Miss Isabelle Baker, Fredericksburg Area Mental Health Clinic, Fredericks-
 burg, Virginia

Mrs. Alice Barber, Richmond Nursing Home

Miss Pauline Barnes, Henrico County Juvenile and Domestic Relations Court

Miss Wilhelmina Baughman, Richmond Area Psychiatric Clinic

Miss Nancy Baumgardner, Family Service of Northern Virginia, Falls Church,
 Virginia

- Mr. Alvin Beynon, Federal Reformatory, Petersburg, Virginia
- Mrs. Donna Blankley, Veterans Administration Hospital, Social Work Service, Hampton, Virginia
- Miss Susan Broadus, University of Virginia Hospital, Social Service Department, Charlottesville, Virginia
- Miss Beverly Butler, Comprehensive Care for Children and Youth, Charlottesville, Virginia
- Miss Dorothy Canipe, Children's Home Society
- Mrs. Ruth Cantor, B'nai B'rith Youth Organization of Greater Washington, Silver Spring, Maryland
- Miss Carolyn Chambers, Memorial Guidance Clinic
- Miss Gladys Chandler, Lynchburg Training School and Hospital, Lynchburg, Virginia
- Mr. Sidney Clearfield, Janie Porter Barrett School for Girls, Hanover, Virginia
- Mr. Saul Cohen, Richmond Jewish Community Center
- Mr. Seymour Cohen, B'nai B'rith Youth Organization, National Office, Washington, D. C.
- Miss Beverly Cooke, Lor-Berg Family Guidance Clinic
- Mrs. Ruth Dahlke, Children's Home Society
- Mrs. Margaret Fitcher, Social Service Bureau, Child Welfare Division
- Mrs. Dolores Friend, Virginia Commonwealth University, Medical Center, Dept. of Social Work
- Mr. George Friend, Veterans Administration Office, Social Work Service
- Miss Kathryn Griffith, Memorial Guidance Clinic
- Mrs. Enid Hairston, St. Elizabeth's Hospital, Washington, D. C.
- Mrs. Grace Harris, Richmond School Board
- Mrs. Maxine Harris, Veterans Administration Hospital, Social Work Service, Hampton, Virginia
- Mrs. Mary Hulburt, Virginia Commonwealth University, Medical Center, Dept. of Psychiatry
- Mr. Charles Itzkovitz, Norfolk Jewish Community Center, Norfolk, Virginia
- Mr. Lyle Jones, Federal Reformatory, Petersburg, Virginia
- Mrs. Mattie Jones, Consultation and Evaluation Clinic
- Mrs. Charlotte Kaufman, Fairfax-Falls Church Mental Health Center, Falls Church, Virginia
- Mrs. Anne Lane, Jewish Family Service
- Mr. William Leaman, Dooley Memorial Clinic, Lor-Berg Family Guidance Clinic
- Mrs. Eve Lodge, Department of Public Health
- Miss Phyllis McGee, Veterans Administration Hospital, Social Work Service
- Mrs. Rhoda Mintzer, Family Children's Service
- Miss Geraldine Moore, Virginia Commonwealth University, Medical Center, Dept. of Social Work
- Mrs. Carter Muller, Bureau of Alcohol Studies and Rehabilitation
- Mrs. Barbara Palmer, Eastern State Hospital, Williamsburg, Virginia
- Mrs. Ruth Pancoast, Richmond Community Action Program
- Mrs. Clara Parham, Virginia Treatment Center for Children
- Mr. John Purnell, Family and Children's Service
- Mrs. Margaret Quick, Child and Family Service, Norfolk, Virginia
- Mrs. Myrtle Ragland, Virginia Commonwealth University, Medical Center, Dept. of Social Work.
- Miss Mary Ribble, Child and Family Service, Charlottesville, Virginia
- Mr. Frank Roberts, Fairfax House, Annandale, Virginia

Mrs. Alethia Robinson, Social Service Bureau, Norfolk, Virginia
 Miss Elisabeth Robinson, Bureau of Alcohol Studies and Rehabilitation
 Mrs. Doris Rodman, Catholic Family and Children's Service, Norfolk, Virginia
 Mrs. Charlotte Schrieberg, Cerebral Palsy Center
 Mrs. Joan Sheldon, Children's Home Society
 Mrs. Julia Shelton, Tidewater Rehabilitation Institute, Norfolk, Virginia
 Mr. Edward Small, National Children's Rehabilitation Center, Leesburg, Virginia
 Miss Robbie Smith, Children's Home Society
 Miss Sara Thomas, Fairfax-Falls Church Mental Health Center, Falls Church, Virginia
 Mr. John Trueba, St. Elizabeth's Hospital, Washington, D. C.
 Mrs. Sally Wainwright, Family and Children's Service
 Mr. Clarence Wall, Central State Hospital, Petersburg, Virginia
 Mrs. June Weaver, Richmond Area Psychiatric Clinic
 Mrs. Neville Weeks, Friends Association for Children
 Captain Robert Weinbach, DeWitt Army Hospital, Mental Hygiene Consultation Division, Fort Belvoir, Virginia
 Mrs. Myra Wesley, Fairfax-Falls Church Mental Health Center, Falls Church, Virginia
 Mr. Timothy Whitehead, Traveler's Aid Society
 Mrs. Grace Williams, Virginia Commonwealth University, Medical Center, Dept. of Psychiatry
 Mr. Barden Winstead, John Umstead Hospital, Butner, North Carolina
 Mrs. Jessie Wooten, Social Service Bureau, Family Division

STUDENT ASSOCIATION OFFICERS 1968-69

Mr. John QuarlesPresident
 Mr. A. J. Stone, Jr.Vice-President
 Miss Carolyn DawkinsTreasurer
 Miss Lois HartSecretary

TOWARD A CAREER IN SOCIAL WORK

Social work offers an opportunity for a personally rewarding professional career to those who care deeply about the well-being of their fellow men. Social workers give direct services to individuals, families, groups and communities. After practice experience, opportunities exist to participate in the supervision and administration of social welfare programs, in research programs and in the development and planning of welfare services and programs. Qualified social workers are in demand in every area of professional practice.

Social work is usually practiced in social welfare agencies and in social work departments of host settings. Social workers are needed to work with mentally ill, emotionally disturbed, delinquent, mentally retarded, physically ill, handicapped, and economically and socially deprived children and adults. They are sought for service in schools, courts, hospitals and clinics which seek to detect and prevent delinquency and child neglect.

Community centers, psychiatric and general hospitals, and service centers for the aged also eagerly seek qualified social workers and offer varied career opportunities. Equally challenging opportunities exist in public and private agencies which deal with problems of housing and urban renewal, public health, community mental health, social welfare planning and fund-raising, race relations and the many other concerns that become especially acute both in the changing neighborhoods of large cities and depressed rural and industrial areas. Social work practice is designed to enrich the quality of life by enabling individuals, groups and communities to achieve their greatest potential development.

The demand for social workers with professional education is far greater than the supply of such workers. For many years to come, the field will doubtlessly continue to expand. Social work offers financial rewards comparable with those of other professions with similar qualifications.

HISTORY AND LOCATION

Virginia Commonwealth University was created by an Act of the Virginia General Assembly during the 1968 session of the Legislature. The University was formed by combining the former Richmond Professional Institute and the Medical College of Virginia.

The Richmond School of Social Work, which was established in 1917, is a unit of the Academic Center of the University. It is the oldest school of its kind in the South and is the only graduate School of Social Work in Virginia. It was a charter member of the American Association of Schools of Social Work until the Council on Social Work Education superseded the Association in July, 1952. The School at that time became a constituent charter member of the Council and is accredited by the Council on Social Work Education, the recognized professional accrediting body for graduate social work education.

The School is located at 326 North Harrison Street, in one of the buildings of the Virginia Commonwealth University complex. Classes are held in the School building. A comfortable lounge and reading room are available for students and faculty.

Richmond, the capital of Virginia, combines the traditions of gracious living with the stimulation and opportunities of an urban cultural center. The population of the Richmond area is approximately 400,000. As a community, Richmond is in a period of exciting industrial and social growth. Richmond is a particularly appropriate location for the study of social work, since it is large enough for significant professional developments, and small enough to permit the student to grasp and understand the interplay of community

forces that affect the development and provision of social services. The existence of a large number of social agencies in the community permits students to participate in the delivery of a wide range of social services.

ADMISSION TO THE SCHOOL

Application forms may be secured from the Director of Admissions, Richmond School of Social Work.

Each applicant for admission must hold the bachelor's degree from a college or university approved by the appropriate regional accrediting body. Neither the content nor the major subject of the undergraduate program is rigidly prescribed. It is desirable, however, for an applicant to have studied some of the following subjects: history, political science, economics, cultural anthropology, sociology, biology, psychology and English.

The minimum academic requirement for eligibility for consideration for admission is the attainment of a 2.7 (B—) grade point average on a 4.0 scale for the last 60 hours of undergraduate work. Exceptions may be made to the foregoing for practitioners who received the baccalaureate degree at least five years ago and who attained a 2.5 grade point average.

Within the policies established by the Graduate Council of the Academic Center of Virginia Commonwealth University, determination of eligibility for admission is made by the School Admissions Committee which considers scholarship ability, academic background, work experience, if any, and personal qualities which indicate potential to meet the requirements of the social work profession.

Applicants are expected to be planning the completion of all requirements for the full degree program; an exception is made for a selected number of students enrolled in the cooperative program with the Presbyterian School of Christian Education.

Movement to second year and to formal candidacy for the degree of Master of Social Work is contingent upon attainment of a 3.0 (B) Average in the first year and the recommendation of the faculty. A minimum of one year of residence and a minimum grade point average of 3.0 (B) on a four-point scale over the entire period of study are required for graduation with a Master of Social Work degree.

The usual admission procedures obtain for returning or transfer applicants who wish to enter the second-year program. No more than five academic years are permitted to elapse between the completion of the first year and admission into the second year of the program.

Students are admitted only in the Fall semester of the academic year. It is to the advantage of applicants to apply as early as possible during the academic year preceding anticipated enrollment.

SCHOLARSHIPS AND TRAINEESHIPS

National agencies and organizations award numbers of scholarships and fellowships to qualified applicants who wish to prepare for careers in social work. These are listed in the publication, "Social Work Fellowships and Scholarships in the United States and Canada." This may be examined at the School office, in most libraries, and in many social agencies. A copy can be secured from the publisher, the Council on Social Work Education, 345 East 46th Street, New York City, New York 10017.

Many states through their departments of public welfare, mental health, or health have programs to assist people in securing professional education. They may be consulted locally.

A number of social agencies offer financial assistance to social work students. These plans differ widely in detail. Some are available to students assigned for field instruction; some require an employment commitment. The School will give active help to prospective students in locating such assistance.

Since scholarship funds available through the School of Social Work are limited, applicants are urged to seek ways of financing their own education.

Most grants are made in the Spring for the succeeding academic year. The School either administers or has knowledge of the following awards:

CHILD AND FAMILY SERVICE, 1306 Colonial Avenue, Norfolk, Virginia 23517, telephone 622-7017. Scholarships to first and second year students. The amount, based upon the student's need, includes tuition, travel and subsistence. One year of supervised field work in a child and/or family agency and employment commitment to the Norfolk area are required. Make scholarship application directly to the agency.

CHILD WELFARE TRAINEESHIPS through a grant from the Division of Social Services, Children's Bureau, Social and Rehabilitation Services, Department of Health, Education, and Welfare are available; stipends amount to \$1800 plus tuition fees for first-year students and \$1953 plus tuition for second-year students. In addition, there is a dependency allowance of \$375 for each dependent. Funds for a one-time, one-way travel allowance for a new trainee from his residence to the School, not to exceed 8 cents per mile, are provided.

CHILDREN'S HOME SOCIETY OF VIRGINIA offers a number of stipends in the amount of \$2400. Interested students should contact Mr. Earl W. Childress, Jr., Executive Director, Children's Home Society of Virginia, 4200 Fitzhugh Avenue, Richmond, Virginia 23220, telephone 353-0191.

FAIRFAX-FALLS CHURCH MENTAL HEALTH CENTER, Falls Church, Virginia, offers a travel allowance of \$200 to each of three second-year students. Field work assignments will be in the Center.

JUNIOR LEAGUE of Washington, D. C., offers a scholarship of \$4,000 for two years, with commitment equal to the length of the scholarship to the District of Columbia Welfare Department. Write to Scholarship Chairman, The Junior League of Washington, 3545 Williamsburg Lane, N.W., Washington, D. C. 20008.

MENTAL HEALTH TRAINEESHIPS under the National Mental Health Act are available; stipends amount to \$1800 plus tuition fees for first-year students and \$1953 plus tuition for second-year students. In addition, there is a dependency allowance of \$375 for each dependent. Funds for a one-time, one-way travel allowance for a new trainee from his residence to the School, not to exceed 8 cents per mile, are provided.

NORTH CAROLINA STATE DEPARTMENT OF MENTAL HEALTH offers scholarships for both first-year and second-year students. The scholarships are in the amount of \$2400 per academic year and carry a one year work commitment for each scholarship. Also, the program provides scholarship support to mental health employees in the work-study program. The work-study scholarships are in the amount of \$1200 during the field placement and carry a six month work commitment. Inquiries should be sent to the Director of Admissions.

THE NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES offers fellowships under its Social Work Careers Program. Fellows are selected from a civil service list and provided a stipend plus tuition, required school fees and some travel. An employment commitment of one calendar year for each academic year financed is required. Contact the Director, Office of Professional Development and Training, New York State Department of Social Services, 1450 Western Avenue, Albany, New York 12203.

THE PSYCHIATRIC RESEARCH, TRAINING AND TREATMENT CENTER OF THE UNIVERSITY OF NORTH CAROLINA SCHOOL OF MEDICINE and the NORTH CAROLINA MEMORIAL HOSPITAL, Chapel Hill, offers a travel allowance to each of two second-year students in the amount of \$1,200. Field Work assignment will be in the center.

REHABILITATION SERVICES ADMINISTRATION TRAINEESHIPS are available; stipends amount to \$1800 plus tuition fees for first-year students and \$1953 plus tuition for second-year students. In addition, there is a dependency allowance of \$375 for each dependent. Funds for a one-time, one-way travel allowance for a new trainee from his residence to the School, not to exceed 8 cents per mile, are provided.

THE RICHMOND AREA UNITED GIVERS FUND offers scholarships. Contact Mr. Rowland K. Leonard, Executive Director, 2501 Monument Avenue, Richmond, Virginia 23220, for further information.

THE ROANOKE VALLEY ASSOCIATION FOR MENTAL HEALTH offers a scholarship amounting to \$250 for the school year. Requirement: employment in a social agency in Roanoke City or County or Botetourt County for one year for each year of training under the scholarship. Inquiries should be addressed to Mrs. Laddie Fisher, Executive Director, Roanoke Valley Association for Mental Health, 1125 First Street, S.W., Roanoke, Virginia 24106.

SOUTH CAROLINA DEPARTMENT OF MENTAL HEALTH, Drawer 119, Columbia, South Carolina 29202 offers scholarships to first-year and second-year students; stipend \$4433 per annum (170.50 bi-weekly) while in school plus tuition, activity and diploma fees. Fees for books and insurance must be paid for by the student. Awards carry commitment of twelve months for each academic year of the award.

THE VETERANS ADMINISTRATION offers stipends amounting to approximately \$2990 to students in the first year and approximately \$3320 to students in the second year of professional education. Field work assignment will be at a Veterans Administration facility.

THE VIRGINIA DEPARTMENT OF WELFARE AND INSTITUTIONS offers scholarships to social workers who are currently employed in Virginia in the following agencies: The Virginia Department of Welfare and Institutions, Juvenile and Domestic Relations Courts, Detention Homes, and local Departments of Public Welfare.

UNITED STATES BUREAU OF PRISONS make available stipends in the amounts of \$2000 for students who are assigned for field work at the Federal Reformatory, Petersburg, Virginia.

H. H. HIBBS LOAN FUND

This fund has been established by the Alumni Association of the School as a living memorial to Dr. Henry Horace Hibbs, who retired from the position of Provost of the Richmond Professional Institute on June 30, 1959. Enrolled full-time students who wish to apply for a loan should discuss this with their faculty advisors.

TERRACE HILL NURSING HOME AWARD

An award for the best thesis has been made available through the TERRACE HILL NURSING HOME, Richmond, Virginia.

FEES

Each application for admission as a full-time student in the School of Social Work must be accompanied by \$10.00. This fee is not refundable and is not applicable toward University fees. At the time of notification of admission, the applicant is required to pay a deposit of \$40.00, signifying intention to enroll and reserving an available field work placement. This fee is applicable toward University fees.

	Virginia Residents	Non-residents of Virginia
A. Full-Time Tuition per academic year	\$410.00	\$610.00

A Virginia resident is defined as one who has been "domiciled in, and is and has been an actual bona fide resident of Virginia for a period of at least one year prior to the commencement of the term, semester or quarter for which reduced tuition is sought."

	Virginia Residents	Non-residents of Virginia
B. Work-Study Tuition		
First Fall Semester Tuition	\$100.00	\$140.00
First Spring Semester Tuition	\$205.00	\$305.00
Second Fall Semester Tuition	\$150.00	\$210.00
Second Spring Semester Tuition	\$100.00	\$140.00

C. Institutes, Workshops and Summer Program Tuition

Tuition for special offerings vary in amounts and are described in special brochures announcing them which may be obtained on request from the Director of Workshops and Institutes.

D. Other Charges

1. Late registration

Students who register later than the second of the two days officially scheduled for registration will be charged a late registration fee of \$8.00.

2. Diploma fee

Candidates for the degree of Master of Social Work are charged a diploma fee of \$16.00 payable at the time application for the degree is made.

NOTE: These fees are subject to change at the discretion of the Board of Visitors of the Virginia Commonwealth University.

REFUNDS AND REBATES

A full-time student withdrawing within a period of 5 days after the beginning of the semester, upon written request to the Treasurer, is entitled to a refund on all fees except that 10 per cent of the semester's tuition is retained by the University.

A student withdrawing at any time after the 5-day period, but within 30 days after the beginning of the semester, shall be charged 25 per cent of the semester's tuition.

A student withdrawing at any time within the 30th and 60th day after the beginning of the semester shall be charged 50 per cent of the semester's tuition.

A student withdrawing at any time after 60 days following the beginning of the semester shall be charged the full semester's tuition.

A part-time student withdrawing may only receive a refund in case of illness certified by a physician. Whenever a part-time student is approved for a refund, the refund will be made on the same basis as that applying to full-time students.

STUDENT ASSOCIATION

The Student Association is the organization of the students enrolled in the School, established for the purposes of facilitating communication among students and between the student body and the school. It provides the means through which student concerns and ideas can be formulated and acted upon, and of enabling students to conduct a variety of social and other activities throughout the year.

A Joint Student-Faculty Committee is the official structure for handling issues of mutual concern. This committee is composed of an equal number of faculty members and representatives of the Student Association. It meets regularly to discuss and make recommendations to the full faculty on matters that jointly concern both students and faculty.

EDUCATIONAL PROGRAM

The School offers a two-year graduate professional curriculum for social work, leading to the degree of Master of Social Work. The program prepares students for practice in many different kinds of agencies; concentrations are available in community organization-social planning, social casework and social group work. Students elect one of these before beginning the program; under certain circumstances change in a concentration is possible during the first year.

The overall objectives of the program are to enable students to become social workers with ability (1) to meet the needs of clients in a way that fosters maximum social functioning and self-actualization, (2) to participate in promoting the kind of society that fosters such self-realization, and (3) to examine critically social work practice and the provision of social services with dedication to the people and purposes that social workers serve.

Social work education at this School is highly individualized and is characterized by a close connection between faculty and student. The faculty helps the student learn the form and method of social work practice as he is encouraged to discover his own, unique style of helping.

The combination of classroom and concurrent field work experiences facilitates integration of knowledge, attitudes and skills necessary for professional practice. To enable the student to develop professional com-

petence and skill, the integrated class and field work curriculum offers opportunities to acquire a substantial knowledge base in (1) the methods of social work practice, (2) the patterns of individual, group and community behavior as they interact with each other and the social milieu, (3) the development, organization and operation of social welfare programs and policies, and (4) the methods of scientific inquiry in social work.

All students in the School of Social Work have the same basic program, which includes two years of field instruction as part of a progressively more advanced curriculum over the four semester period. The area of the student's concentration determines the nature of his advanced method courses and his field work assignments.

This School is committed to the education of social workers who have a reliable beginning skill in one of the methods of direct social work service, with knowledge about other methods; at the same time, the graduate is expected to have knowledge of and commitment to the development of sound social policy.

THE COMMUNITY ORGANIZATION-SOCIAL PLANNING CONCENTRATION

Community work as a method in social work deals with two kinds of activities by the practitioner. One activity (interactional) emphasizes helping groups of citizens to organize their resources in order to secure for themselves and the community at large programs and services which are needed for self fulfillment and community enrichment. Interactional activity emphasizes the community organization aspect of community work.

The second kind of activity (analytical) emphasizes problem-solving skill in the sense of creating, initiating and maintaining community institutions and services which can effectively provide for the social environmental needs of the public being served. Analytical activity emphasizes the social planning aspect of community work.

Community organization-social planning is currently being practiced by social workers in a great variety of settings, from community development and social action in the urban ghetto to social planning, public and private, by various community decision organizations at the community, state and national levels. The community organization-social planning sequence focuses on comprehensive training for a variety of career possibilities.

The community organization-social planning sequence includes the study of the various organizations which make up the social welfare system, methods of organizing people to achieve community objectives, conflict and consensus strategies, the distribution of power in the community, social planning processes, and the varying roles of the community worker.

THE SOCIAL CASEWORK CONCENTRATION

Casework is a method of social work practice which can be used in enabling the client to enhance his responsible social functioning and move toward maximum self-actualization. Casework contributes to individual and family development, prevention of social impairment, restoration of effective social functioning, and realization of potential for responsible and satisfying social living.

The social casework concentration is designed to help the student develop a level of professional competence necessary for responsible entry into the profession—a competence based on creative use of a body of knowledge, value commitments, conceptual ability and practice skill. Students concentrating in social casework take all courses offered in the casework method and related field work in addition to all other required courses in the curriculum.

In the casework concentration, the curriculum centers on the knowledge, attitudes and skills necessary to help individuals and families. These include methods of clarification of the client's problems and the agency's services, creation and use of a purposeful relationship, mutual assessment of the client in his situation, mutual goal setting, and other methods which contribute to the client's ability to achieve his own and society's purposes.

THE SOCIAL GROUP WORK CONCENTRATION

Social group work is one of the methods of social work practice. It aims to help people to help each other in the enhancement of their social functioning and achievement of self-actualization through the use of group experience, and to help groups to function effectively and responsibly in the fulfillment of these purposes. The group work method is used today in the entire range of social welfare services, including those that help restore effective social functioning, prevent social impairment, and develop optimum individual potential in social relations.

In the social group work concentration, the curriculum covers the study of the various aspects of group life, including the purposes, forms and content of group experiences; the meanings of those experiences for the group as a whole and for the individual members; and the group worker's conscious use of self in facilitating the process of group and individual development.

WORK-STUDY PROGRAM

A work-study program, with the same criteria for admission as the full-time program, is available for employed social workers who cannot spend two full years in residence and who meet all criteria for admission. This program permits the student to earn the credits for his first year of professional education over a two-year time period. During these two years, he will be at school one day a week and can continue working in his agency the other four days, except for a period when he will be placed in block field work. This field work may take place within the student's agency of employment, if the School determines that appropriate educational controls are present. Credits for the second year of professional education must be earned in full-time residence with a concurrent field work placement in a different agency. Further information about this program may be obtained from the Director of Admissions, School of Social Work.

REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK

A. Full-Time Program

	1st Sem. Credits	2nd Sem. Credits
1. Outline of first year		
Community Organization-Social Planning I..	2	
Social Casework I	2	
Organizational Basis of Social Welfare Policies and Services	2	
Human Behavior and the Social Environ- ment I	2	
Social Group Work I	2	
Community Organization-Social Planning II or Social Casework II or Social Group Work II.		2
Development of Social Welfare Policies and Institutions		2
Human Behavior and the Social Environ- ment II		2
Concepts and Methods of Social Work Re- search		2
Field Work	5	5

2. Outline of second year

Community Organization-Social Planning III (effective Fall, 1970) or		
Social Casework III or Social Group Work III.	2	
Human Behavior and the Social Environment III	2	
Current Problems and Policy Formation	2	
Social Work Research Seminar I	1	
Social Welfare Administration	2	
Community Organization-Social Planning IV (effective Spring, 1971) or		
Social Casework IV or Social Group Work IV.		2
Policy Formation and the Profession of Social Work		2
Human Behavior and the Social Environment IV		2
Social Work Research Seminar II		1
ELECTIVES (Student elects one)		2
Methods of Social Action		
Social Work Practice with Groups or		
Social Work in Psychiatric Settings or		
Supervision		
Thesis	2	2
Field Work	5	5

B. Work-Study Program

1. Outline of first year

Fall Semester

Human Behavior and the Social Environment I	2
Social Casework I	2

Spring Semester

Human Behavior and the Social Environment II	2
Social Casework II	2
Field Work (February 3 through July 3)	10

Fall Semester

Organizational Basis of Social Welfare Policies and Services	2
Social Group Work	2
Community Organization-Social Planning...	2

Spring Semester

Development of Social Welfare Policies and Institutions	2
Concepts and Methods of Social Work Research	2

The second year must be taken as a full-time student as described above under "Full-Time Program."

Sixty credits are required for the degree.

DESCRIPTION OF COURSES

I. SOCIAL WORK METHODS

A. Administration

SW631 Social Agency Administration, 2 cr. Golden, Harris, Scotch

A required course for second-year students designed to prepare them for effective participation in the administrative process and for introduction to the roles and tasks of administrators. The student's field placement in all methods of concentration provides a laboratory for the course in offering opportunity for the systematic study of a social welfare organization and the ways in which administration facilitates the achievement of the agency's goals. The course is divided into units on organizational analysis, the planning process, the development of policy, programming, decision-making, and management.

B. Community Organization-Social Planning

SW621 Community Organization-Social Planning, 2 cr. Funk, Harris, Scotch, Segal

This is a basic required course for all first-year students, regardless of concentration, given in the fall semester. The course provides an overview of community organization as a social work method. Major topics include: the development of community organization-social planning as a social work method, the community as social environment, theories of community organization, the community power structure, community organization in the neighborhood, social planning agencies in the social welfare system, community organization in the direct service agency and strategies for social change.

SW622 Community Organization in the Neighborhood, 2 cr. Scotch

This course is designed to provide students with knowledge and skills in community development with special emphasis on the interactional role of the neighborhood worker. Topics covered include methods of helping people to articulate viable issues and programs for neighborhood action, involvement of local residents in formation and development of neighborhood organizations, organizational strategies for organizational maintenance and goal achievement, development of local leadership, ethnicity and class as factors related to neighborhood involvement and communication in the neighborhood.

SW625 Methods of Social Action, 2 cr. Scotch

This is an elective course for second-year students. An examination of a variety of social action processes currently employed by groups and individuals seeking change. Particular attention will be paid to issues and organizations relevant to social work practice. Analysis will be directed toward the elements which influence social action, viz: the kind of organization seeking change—its membership, its organizational goals and its resources; the kind of issue at stake e.g. the distribution, quality and availability of social welfare services; the target or goal of change e.g. welfare service systems, legislative bodies, courts, etc., and the choice of method used to bring about changes e.g. political influence, public pressure, legal intervention, education.

C. Research

SW641 Concepts and Methods of Social Work Research, 2 cr. Gelin, Golden

The course covers the basic aims and processes of social research as a method in social work, with particular reference to (1) the history and function of social work research, (2) identification and formulation of problems, (3) study design, (4) data collection, (5) presentation of findings, and (6) utilization of research in methods of social work practice. Consideration will also be given to selected research techniques with focus on their applicability to social work problems and uses. Teaching methods include lectures, discussion, readings, and development of a research plan.

SW642 Social Work Research Seminar I, 1 cr. Gelin, Golden

Through group discussions as well as individual and small group tutorials, students acquire skill in formulating tractable problems for research and in planning and executing studies in areas of professional concern. Group sessions focus primarily on the critical examination of general principles in research planning. The tutorials are primarily designed to aid the students in the specific areas of their master theses. (No credit given without SW643.)

SW643 Social Work Research Seminar II, 1 cr. Gelin, Golden

Continuation of SW642, with major emphasis on research problems arising in the course of thesis development. This course also includes a number of general sessions, open to faculty and field instructors, where students formally present their completed theses. Attention is given to current issues in social work susceptible of research treatment, to the connection between research and other social work methods, and to issues involved in the utilization or research in social work practice and planning.

SW701, 702 Thesis, 2 cr. each semester

Required of all second-year students, the master's thesis constitutes a carefully planned and executed research undertaking. Students choose research topics of present relevance and may plan an individual or group project. Each student is expected to devote approximately eight hours a week to thesis work. (Accompanies SW642 and SW643.)

D. Social Casework

SW601 Social Casework I, 2 cr. Beynon, Ostrow, Schubert

This is a basic course, required of all students, regardless of concentration. The course provides an introduction to the principles and methods of social casework, emphasizing the professional philosophy and value commitment required of the caseworker. An overview of both generic and specific elements of casework is presented.

The course considers the setting in which casework is practiced, the creation and use of a purposeful relationship, methods of clarification of the client's problems and the agency's services, mutual assessment of the client in his situation and mutual goal-setting. The historical development of social casework as a method is studied.

SW602 Social Casework II, 2 cr. Beynon, Ostrow, Schubert

A more intensive examination of social casework as a method of helping. This course emphasizes the worker's conscious use of self in a profession-

ally helpful way as he uses agency purpose and services as the vehicle through which help is given. Particular attention is given to methods of helping the client to partialize and to focus. Processes of referral, transfers, and termination are studied.

SW603 Social Casework III, 2 cr. Rothenberg, Schubert

This course provides for a more intensive examination of the role of the worker in using the methods of casework practice to meet individual and family needs. Particular emphasis is given to the methods of family casework and the concept of diversified "schools" of family casework theory. Concepts and principles of social casework are examined for their relevance for various fields of practice. Recorded material from student's field experience as well as from other sources are used in class.

SW604 Social Casework IV, 2 cr. Rothenberg, Schubert

There is continued study of basic casework processes. The practice implications of various theories are examined.

E. Social Group Work

SW611 Social Group Work I, 2 cr. Clearfield, Tropp

This is a basic required course of all students, regardless of concentration, given in the fall semester for first year students. The course provides an introduction to the objectives and principles of social group work practice. It considers the various aspects of group life, including the purposes, forms and content of group experiences; the meanings of those experiences for the group as a whole and for the individual members; and the group worker's conscious use of self in facilitating the process of group and individual development.

SW612 Social Group Work II, 2 cr. Tropp

An intensive examination of the group operational patterns and processes and of the worker's role in enabling the group to achieve its purposes. Includes an analysis of the processes of group formation, group goal-achieving, group relationships, group development and group termination. Also, use of basic program media in relation to group purposes. Recorded material from student's field experience will be used in class.

SW613 Social Group Work III, 2 cr. Tropp

Focus is on the relation of the individual member to the group as a whole, to other members and to the worker; and on the role of the worker in helping individuals use these relations in ways that help them meet developmental needs or special problems in social functioning. Use of additional program media, such as role-play, socio-drama, and various types of discussion methods. Recorded material from student's field experience will be used in class.

SW614 Social Group Work IV, 2 cr. Tropp

Focus is on deepening skill of the worker in handling more complex and more diversified group and individual situations. It will include an examination of the supervisory process in group work, dealing with both individual and group supervision of untrained group leaders such as volunteers or houseparents. Recorded material from student's field experience will be used in class.

SW615 Social Work Practice with Groups, 2 cr. Tropp

An elective for second-year casework students. This course is designed to strengthen the understanding of the casework student of various group approaches with special emphasis on the group counseling method; to examine the uses of group methods in a variety of settings; and to look at some current issues in practice.

F. SUPERVISION**SW636 Supervision, 2 cr. Quick**

An elective for second-year students. It aims to lay the ground work for the development of professional competence in supervisory practice through an understanding of the essential knowledge of the task components and responsibilities in supervision and the perspective, methods, attitudes, skills, techniques and tools significant to accomplishing the task.

G. FIELDS OF PRACTICE**SW682 Social Work Practice in Psychiatric Settings, 2 cr. Johnson**

An elective for second-year students. Emphasis is placed on the role of the social worker as a member of the inter-disciplinary team serving in psychiatric hospitals, training schools for the mentally retarded, mental health clinics, and other programs concerning community mental health. Teaching materials in social casework and social group work will be analyzed in direct practice to patients and their families. Theories and examples of community organization, educative counselling and consultation will be presented.

II. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Courses in this sequence are designed to help the social work student (1) understand the growth process and the development of the individual from conception to death, viewing this process along the continuum from optimal to deviant social functioning, (2) acquire knowledge of the variety of ways in which individuals use life experiences in their development and functioning, (3) examine the development and the selection of adaptive processes to problems in living, (4) and become acquainted with a variety of theoretical approaches to the study of human behavior. The sequence is further designed to engage students in understanding the factors in growth and development which contribute to satisfactory social functioning and self-realization. Emphasis is placed on psychological, social and biological factors in human growth and the inextricable way in which these factors influence each other. The nature of the social milieu is explicated.

SW651 Human Behavior and the Social Environment I, 2 cr.

Johnson, Jones, Lane, Segal

Growth and development are explored from conception to the onset of pubescence. The course begins with a study of family life, emphasizing the family as a system in the context of its social milieu, moves on to explore in some depth the experience of pregnancy for both husband and wife, the birth of the child, and his subsequent development as he passes through the stages of development from birth through the middle school years. Developmental tasks related to each stage are studied as a basis for the student's increasing knowledge of influences and experiences significant in the formation of personality. The more common defects and disorders which are brought to the attention of the social worker are examined.

SW652 Human Behavior and the Social Environment II, 2 cr.

Johnson, Jones, Lane, Segal

Continuation of the study of growth and development, including maladaptations and disordered behavior, beginning with pubescence and continuing through the years of early maturity. Considerable attention is paid to the adolescent years and the developmental tasks characteristic of that stage such as the achievement of a masculine or feminine identification, the process of separation from family, achievement of a place in the peer group and the movement toward adulthood. The early years of adulthood are studied with focus on such tasks as the selection of a mate, the early years of marriage and of family living. Influences on growth arising from group and community memberships are also explored.

SW653 Human Behavior and the Social Environment III, 2 cr. Lane, Pancoast

The study of the life cycle is completed in this semester as the years of full maturity, middle-age and of aging are examined. These stages of life are also studied in terms of common developmental tasks, the acceptance of responsibility as an adult citizen, adjustment to the many changes of middle-age, and, in later maturity, adjustment to retirement, decreasing physical strength and well-being, and grief reactions on the death of loved ones. In the aging process, the loss of group members and the feelings of isolation which often result are explored. The characteristics and processes of group and communities are identified.

SW654 Human Behavior and the Social Environment IV, 2 cr. Lane

The purpose of this course is to acquaint the student with the major personality theories which have had an impact on social work practice. The concepts of such major figures as Freud, Adler, Rank, Horney, Sullivan, and the ideas embedded in learning theory, existential philosophy, and social and behavioral science are examined. The relevance of these theories to social work practice is studied and the student is assisted in arriving at an integrated position of his own.

III. SOCIAL WELFARE POLICY AND SERVICES**SW661 The Organizational Basis of Social Welfare and Services, 2 cr.**

Dahlke, Kalif, Schrieberg

This course is designed to facilitate students' understanding of social agencies and their functioning as either total institutions or limited service systems. It is essential that students acquire knowledge about the potentials and limits of agencies, understanding of the structural organization as a determinant of the helping process, recognition of significance of staff relations, perception of what it means to be a client in a total institution or limited service system, and sharpened perceptions of policy formation within the agency.

SW662 The Development of Social Welfare Policies and Institutions, 2 cr.

Dahlke, Kalif, Schrieberg

This course is concerned with the creation, expansion and institutionalization of social welfare policies and programs. It deals with the challenge of and response to historical conditions and events which represent the context for the inauguration of public and private social welfare policies and programs. The contributions of the early pioneers in social welfare will be reviewed. The student is expected to see continuities with the past and the place of social work in the stream of history.

SW663 Current Problems and Policy Formation, 2 cr. Dahlke, Russell, Schrieberg

Certain contemporary social issues will be subjected to detailed analysis as to underlying conditions, causations, policy formation and current programs. Problems examined may vary from year to year, though those such as housing, poverty, health, crime and delinquency in their institutional context are likely to be considered every year. The emphasis will be on the adequacy of existing and emerging programs, and policies relative to the issues under examination. The student is expected to develop a grasp of the nature of policy formation.

SW664 Social Welfare Policy Formation, 2 cr. Dahlke, Russell, Schrieberg

Policies and the delivery of service take place in a variety of contexts, each shaping the policy and the service. The contexts examined in this course involve: 1) a value context; 2) a legal context; 3) a political context. As decisions and policies are relative to values, consideration will be given to value systems and value clashes as manifested in social controversy, public discussion, and movements manifesting the symptoms of social unrest. Values are linked to the issue of legal entitlement and rights, and the political process involved in the development of public policy and instruments. The relationships between values and power is explored in policy creation and implementation.

Contemporary Social Work Issues, no credit.

The School offers a fourth semester seminar with the Dean which serves an integrating purpose and seeks to identify questions with which the profession is grappling. A substantial portion of the content of the seminar is developed from the current interests and concerns of the students.

IV. FIELD INSTRUCTION

SW671 Field Work I	5 cr.
SW672 Field Work II	5 cr.
SW673 Field Work III	5 cr.
SW674 Field Work IV	5 cr.
SW675 Block Field Work (For first year work-study Students)	10 cr.

Field instruction is offered in a variety of social agencies and institutions using one of the direct methods of social work practice in offering its services. The area of the student's concentration, his interests and his learning needs determine his field work assignments. The student is assigned to two different field work agencies during the two years of graduate education.

Field instruction enables the student, through being an accountable representative of a social agency, to learn the knowledge, attitudes and skills necessary for responsible entry into the profession. Educational focus is on the active use of what the student is learning in all content areas of the curriculum, the acquisition of knowledge and understanding growing from field experiences and the examination of differences and agreements between what the student is learning in the classroom and what he experiences in the field.

Integration of class and field learnings is reinforced by faculty advisors' consultation with field instructors and students.

AFFILIATED FIELD AGENCIES: 1968-69

Barney Neighborhood House, Washington, D. C.
Mr. Joseph Altopiedi, Executive Director

B'nai B'rith Youth Organization, Greater Washington, Silver Spring, Maryland
Mrs. Ruth Cantor, Regional Director

B'nai B'rith Youth Organization, National Office, Washington, D. C.
Mr. Seymour Cohen, Executive Director

Bureau of Alcohol Studies and Rehabilitation, Richmond, Virginia
Dr. Ebbe Hoff, Chairman
Mr. Kenneth Lee, Director

Catholic Family and Children's Service, Norfolk, Virginia
Reverend James Sweeney, Executive Director

Central State Hospital, Petersburg, Virginia
Dr. Milton Kibbe, Superintendent
Mr. Clarence Wall, Director of Social Service Department

Cerebral Palsy Center, Richmond, Virginia
Mrs. Margaret Harlow, Executive Director

Child and Family Service, Norfolk, Virginia
Mr. Earl Morris, Executive Director

Child and Family Service of Charlottesville and Albemarle, Inc., Charlottesville, Virginia
Miss Mary Ribble, Executive Director

Children's Home Society of Virginia, Richmond, Virginia
Mr. Earl Childress, Executive Director

Comprehensive Care for Children and Youth, University of Virginia Hospital, Charlottesville, Virginia
Dr. William Thurman, Chairman, Department of Pediatrics

Consultation and Evaluation Clinic, Richmond, Virginia
Dr. Ralph Ownby, Jr., Director

DeWitt Army Hospital, Mental Hygiene Consultation Division, Fort Belvoir, Virginia
Colonel A. A. Cardona, Commanding

Dooley Memorial Clinic of the Lor-Berg Family Guidance Clinic, Richmond, Virginia
Dr. William Lordi, Director

Eastern State Hospital, Williamsburg, Virginia
Dr. Howard Ashbury, Superintendent
Mr. Charles Nimmo, Director, Social Service Department

Fairfax-Falls Church Mental Health Center, Falls Church, Virginia
Dr. Simon Auster, Director

Fairfax House, Annandale, Virginia
Mr. Peter Ziebell, Director

Family and Children's Service, Richmond, Virginia
Miss Marguerite Farmer, Executive Director

Federal Reformatory, United States Bureau of Prisons, Petersburg, Virginia
Mr. Robert Garey, Warden
Mr. Gary McCune, Chief, Classification and Parole

Fredericksburg Area Mental Health Center, Fredericksburg, Virginia
Dr. Donald Reed, Director

Friends Association for Children, Richmond, Virginia
Mrs. Edythe Allen, Executive Director

Henrico County Juvenile and Domestic Relations Court, Richmond, Virginia
Mr. Francis Hare, Chief Probation Officer

Janie Porter Barrett School for Girls, Hanover, Virginia
Mr. Thomas Baynham, Superintendent
Mr. Carroll Minor, Director of Youth Services

Jewish Family Services, Inc., Richmond, Virginia
Mrs. Anne Lane, Executive Director

John Umstead Hospital, Butner, North Carolina
Mr. Charles Auman, Director, Social Service Department
Mrs. Quin Murray, Director, Convalescent House

Lor-Berg Family Guidance Clinic, Richmond, Virginia
Dr. William Lordi, Director

Lynchburg Training School and Hospital, Lynchburg, Virginia
Dr. Benedict Nagler, Superintendent
Mrs. Helen Fulcher, Chief Psychiatric Social Worker

Virginia Commonwealth University, Medical Center, Department of Psychiatry,
Richmond, Virginia
Dr. Henry Lederer, Chairman
Mr. Morton Schumann, Chief Psychiatric Social Worker

Virginia Commonwealth University, Medical Center, Department of Social
Work, Richmond, Virginia
Mrs. Sybil Bullington, Director

Memorial Guidance Clinic, Richmond, Virginia
Dr. Joan Meiller, Director
Miss Esther Lieske, Director of Social Service

National Children's Rehabilitation Center, Leesburg, Virginia
Mr. Bernard Haberlein, Director

Norfolk Jewish Community Center, Norfolk, Virginia
Mr. Charles Itzkovitz, Program Director

Northern Virginia Family Service, Falls Church, Virginia
Mr. Robert Krieger, Executive Director

Richmond Area Psychiatric Clinic, Richmond, Virginia
Dr. Eugene Makarowsky, Director

Richmond Community Action Program, Richmond, Virginia
Mr. Weston Hare, Executive Director
Mr. John Chiles, Director of Supportive Services

Richmond Jewish Community Center, Richmond, Virginia
Mr. Stanley Reitzes, Executive Director

Richmond Nursing Home, Richmond, Virginia
Mr. Robert Gordon, Administrator

Richmond Department of Public Health, Richmond, Virginia
Dr. Freeman Hays, Director of Public Health
Mr. Edward Matthews, Chief, Bureau of Medical Care

Richmond School Board, Department of Social Work Services, Richmond,
Virginia
Mr. Toy Watson, Supervisor

Social Service Bureau, Norfolk, Virginia
Mr. Paul Canady, Director, Department of Public Welfare
Mrs. Alvaretta Register, Superintendent

Social Service Bureau, Richmond, Virginia
Mr. Herbert Ross, Director, Department of Public Welfare
Mrs. Margaret Foley, Chief, Social Services

St. Elizabeth's Hospital, Washington, D. C.
Miss Blanche Parcell, Director of Social Services

Tidewater Rehabilitation Center, Norfolk, Virginia
Mr. Thaddeus Gaber, Executive Director

Travelers Aid Society, Richmond, Virginia
Mrs. Eleanor Ewell, Executive Director

University of Virginia Hospital, Social Work Department, Charlottesville,
Virginia
Mrs. Johanna Mountain, Director of Social Service

Veterans Administration Hospital, Hampton, Virginia
Mr. Jeff McDaniel, Chief, Social Work Service

Veterans Administration Hospital, Richmond, Virginia
Mr. John B. King, Chief, Social Work Service

Veterans Administration Regional Office, Richmond, Virginia
Mr. George Friend, Supervisor, Social Work Service

Virginia Treatment Center for Children, Richmond, Virginia
Dr. Douglas Powers, Director
Mr. Harold Batchelder, Director of Psychiatric Social Work Services

LECTURE AND INSTITUTE PROGRAM

Dr. George T. Kaliff, Director of Institutes and Workshops

Mrs. Florence Segal, Assistant Director of Institutes and Workshops

The School offers a variety of lectures and institutes as part of its commitment to contribute to the enhancement of social work practice and to the broadening of educational opportunities for students, practicing social workers and field instructors. In addition to available University funds, grants to the School from the National Institute of Mental Health, the Children's Bureau, the Neurological and Sensory Disease Services Program, the Office of Education (Title I of the Higher Education Act of 1965), the Virginia Commission on the Aging, and the Health Manpower and Educational Services provided financing for the lecture and institute program.

1. "Provision of Social Services to Nursing Home Patients," June 25-27, 1968, Richmond. Leaders: Mrs. Dorothy Abel, Mrs. Birdell Carstarphen, Mrs. Lottie Colley, Dr. Donald Conwell, Mr. George Friend, Mr. John King, Miss Eileen Lester, Mr. Ira Robbins.
2. "The Houseparent in Child Care: Understanding and Helping Children," August 5-16, 1968, Richmond. Leader: Miss Claire Stone.
3. "Social Welfare Administration: Leadership in Planning and Coordination of Community Resources," September 18-20, 1968, Richmond. Leaders: Mrs. Margaret Foley, Dr. Joseph Golden, Dr. Robert Horgan, Mr. Ira Robbins, Dr. Richard Underhill.
4. "Planning and Supplementary Funding of New Programs," October 10, 1968, Richmond. Leader Mr. Stanley Silber.
5. "The Process of Field Instruction," October 24-25, 1968, Richmond. Leader: Miss Dorothy Pettes.
6. A series of three three-day institutes on ISSUES IN PROTECTIVE SERVICES, Williamsburg.
 - (a) **Institute I: Neglect:** November 6-8, 1968
Leaders: Dr. Sanford Katz, Dr. Moisy Shopper, Dr. Paul Adams
 - (b) **Institute II: Abuse:** December 11-13, 1968
Leaders: Dr. Sanford Katz, Dr. Irving Kaufman, Dr. David Gil
 - (c) **Institute III: Helping in Protective Situations:**
January 8-10, 1968. Leaders: Mr. Duane Christy, Miss Ellen Thomson, Mr. Robert Mulford.
7. "Services to Families," October 31, 1968, Richmond. Leader: Mrs. Charlotte Schrieberg.
8. "Services to Families with Many Problems," two sessions, January 15-17 and February 12-14, 1969, Roanoke. Leader: Mrs. Lucie Johnson.
9. "Services to Families of Delinquents," two sessions, February 5-7 and March 5-7, 1969, Lynchburg. Leader: Mr. William Parsonage.
10. "Backgrounds of Human Behavior" followed by "Approaches to Helping People with Problems," February 19-21 and March 19-21, 1969. Richmond. Leaders: Mrs. Jean Jones and Mrs. Ruth Pancoast.

11. "Supervision," five sessions, three days each, February 26-28; March 12-14; March 26-28; April 16-18; May 14-16, 1969, two in Norfolk, two in Richmond, one in Roanoke. Leaders: Mr. A. W. Haynes, Mrs. Grace Harris, Dr. Lionel Lane.
12. "Helping Foster Parents Understand Children's Behavior," April 9-11, 1969, Richmond. Leader: Mrs. Margaret Quick.
13. Institute for Faculty and Students, Richmond.
 - (a) March 3, 1969
"Racism, Mental Health, and Social Work."
Leader: Mr. Whitney M. Young, Jr.
 - (b) May 9, 1969
"Changing Role of the Social Worker."
Leader: Mrs. Helen Harris Perlman.
14. "Family Treatment with Special Reference to Problems of the Young Family," May 8-9, 1969, Airlee House, Warrenton. Leader: Dr. Margaret Schubert.
15. "Social Agency Administration: Decision-Making," May 14-16, 1969, Newport News. Leader: Dr. John S. Morgan.
16. "Changing Patterns of Services to People," May 21-24, 1969, Arlington. Leader: Mr. Bernard Scotch.
17. "Helping Families With Many Problems," May 21-23, 1969, Richmond. Leader: Mr. Alvin Beynon.
18. "The Use of the Social Worker in a Nursing Home," June 24-26, 1969, Richmond. Leaders to be announced.

SUMMER PROGRAM, 1969

SERIES I: June 9-20, 1969

SW41. Law and Social Work

Mr. Sanford Katz, Professor of Law, Boston College School of Law. Open to employed social workers.

SW20. Group Methods for Case Workers

Mr. Emanuel Tropp, Associate Professor, Richmond School of Social Work, Virginia Commonwealth University. Open primarily to employed case workers.

SW22. Understanding and Helping Deprived People

Mrs. Grace Harris, Assistant Professor of Social Work, Richmond School of Social Work, Virginia Commonwealth University. Open primarily to employed social workers.

SW61. Supervision

Mrs. Dojelo Russell, Assistant Professor of Social Work and Assistant Director of Field Work, Richmond School of Social Work, Virginia Commonwealth University. Open to employed supervision social work personnel and to those who will soon be promoted to supervisory status.

SERIES II: July 7-18, 1969**SW31. Social Case Work Practice**

Dr. Lionel C. Lane, Associate Professor, Richmond School of Social Work, Virginia Commonwealth University. Open to employed case workers.

SW52. Problems of Public Welfare Administration

Mr. Jules H. Berman, Chief, Division of Program Payment Standards, Social and Rehabilitation Service, Department of Health, Education, and Welfare. Open primarily to public welfare agency administrators.

SW53. Perspectives in Adoptions

Mrs. Margaret Quick, Assistant Professor, Richmond School of Social Work, Virginia Commonwealth University. Open to employed social agency personnel.

SW100. The Use of Authority in Work With the Offender

Mr. Louis Tomaino, Associate Professor and Associate Director, Worden School of Social Service, Our Lady of the Lake College, San Antonio, Texas. Open to employed juvenile and adult probation personnel and to related personnel.

COOPERATIVE PROGRAM WITH PRESBYTERIAN SCHOOL OF CHRISTIAN EDUCATION

In this program, limited to three (3) students, the first full year of professional education for social work is to be completed in this School, and, in the next succeeding year, the requirements for the degree of Master of Christian Education are to be completed in the Presbyterian School of Christian Education. Application for admission must be made to each institution separately. Those interested should write both to the Director of Admissions, School of Social Work and to the Dean, Presbyterian School of Christian Education, 1305 Palmyra Avenue, Richmond, Virginia.

UNDERGRADUATE PROGRAMS OF STUDY

The Virginia Commonwealth University, Academic Center, offers undergraduate programs of study in Recreational Leadership and in Social Welfare which have two ends in view; first, they prepare students upon receiving the B.S. degree for some positions in social welfare and, second, the undergraduate programs have the added advantage of providing students with a pre-professional base for graduate social work education. For descriptions of these undergraduate programs, the bulletin of the Academic Center should be consulted. A copy of the bulletin will be sent on request to the Office of Admissions, Virginia Commonwealth University, 901 West Franklin Street, Richmond, Virginia 23220.



